DOCUMENT RESUME

ED 330 436 PS 019 334

AUTHOR Cadiz, Sharon M.
TITLE The Continuum of Teacher Training: A Developmental Approach to Teacher Preparation.
PUB DATE 89
NOTE 14p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Literature Reviews; *Professional Development; *Program Improvement; *Teacher Burnout; *Teacher Education; *Teacher Improvement
IDENTIFIERS *Cognitive Modeling

ABSTRACT

The literature describes a wide range of possible outcomes related to teacher development. From candidates' preservice training, to staff development for teachers, consistent growth and change occurs. The stages of this growth have been viewed as discreet units of training and practice. The literature suggests a number of methods for correcting this problematic view. Realities of the teaching profession are often the result of distortions created by educational institutions. When teachers become dissatisfied with the realities shaped by educational institutions, they often leave the profession or experience burnout. The worst outcome occurs when teachers stay and perpetuate unhappy realities with mediocre performance. Research on work behavior, self-efficacy beliefs, and burnout promotes an understanding of the need to improve teacher education. The profession is in danger when teachers spend less than 50 percent of their time on instructional activities, and have little or no time to interact with peers in a collaborative way. Ideally, teachers would be brought into the mainstream of the education profession and supported, developed, and advanced. Teachers need to be inoculated against the scourge of burnout, which begins in their training and continues in their practice. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE CONTINUUM OF TEACHER TRAINING: A DEVELOPMENTAL APPROACH TO TEACHER PREPARATION

by Sharon M. Cadiz, MS Ed

ED330436

Looking at the professional development of educators as a continuum, not merely self contained steps or levels, allows investigators to analyze the specific factors leading to positive and negative outcomes. Assuming that stages of professional development are self contained units of experience is problematic. A relational view is needed to comprehend the overlap and linkage between the various experiences in professional growth. Researchers have increased the body of knowledge on this topic by studying specific aspects of teacher training and practice.

Gorrell and Capron (1987) studied self efficacy beliefs among teachers in training based on reactions to two instructional techniques. Their focus was on behavioral outcomes related to levels of motivation. Previous studies on weight and smoking reduction, and self efficacy theory were cited.

PS 021341

Two methods of presentation of content were used: direct instruction and cognitive modeling. Two varieties of comments accompanied the instructional methods: task oriented and self efficacy statements. Direct instruction and cognitive modeling were the independent variables, and the two types of comments represented the dependent variables for this study. The variables were operationalized by administering a Potential Teachers Attitude Questionnaire (PTAQ) and arriving at a response rating that measured levels of persistence and perceptions of

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sharon M. Cadiz
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

success.

The population for the study consisted of 41 elementary and secondary teachers in training. Subjects were selected from 150 students who ranked below the 70th percentile on a self efficacy questionnaire related to teaching. Each group viewed one of two versions of a videotape on teaching the main idea of a paragraph. The same presenter made both presentations, but his technique differed. One approach centered on direct instruction and the other on cognitive modeling. Teachers were given PTAQ to rate the presenter in the videotape. Next, they were shown one of two versions of the videotaped demonstration of a college student teaching the main idea concept. One version presented the college student with strong determination and drive; while the other related task-oriented statements. The subjects, then, rated the college student.

MANOVA was used on the individual ratings to arrive at a significant main effect. Cognitive modeling and direct instruction were paired, respectively, with self efficacy and task oriented conditions for testing the hypothesis that favored an increase in persistence levels.

There were no significant main effects found for general or specific self efficacy ratings. There was, however, a significant effect for the instructional method. Cognitive modeling ranked higher for estimated chances for success. The researchers concluded that the subjects did not have extremely low self efficacy beliefs to begin with, so significant changes

in the measure would not necessarily have been indicated. Instead, the subjects focused on the task statements without need of the self efficacy statements. Cognitive modeling: the systematic description of thoughts and reasoning during execution of a task, did show an effect in final percentage estimates and persistence scores. Direct instruction: the "traditional lecture format" (121), was not found to be an effective method for "raising estimates of success" and persistence.

Cognitive modeling was found to be of greater value because it supported attitudes of success and persistence. The objective of success is seen as being attainable through persistence which is related to the method of instruction in training. The researchers conclude that this method is "underutilized" (123) suggesting that training institutions should employ it with greater frequency.

Teaching requires persistence and strong self efficacy beliefs, especially in the training phase. Certainly, in a profession that requires one to transmit ideas, it is necessary to be confident about constructing and reconstructing the mental process in skill acquisition. It is, likewise, necessary to be able to receive information through the same means. A teacher must be confident about outcomes in order to succeed in teaching others.

Chissom (1987) looked at the work behavior of elementary school teachers in a "constructive replication" (Borg & Gall, 1983, 384) of a study by Cypher and Willower (1984) on the work

behaviors of principals and secondary teachers. Through structured observations, he examined patterns of work behavior among sixth grade teachers.

Data on activities and time allocation were collected to determine how the work day was spent. Categories were: instruction, instructional support, and private time. Records were kept on each of these categories. The percentage of time spent on instruction-centered activities, scheduled and unscheduled meetings were tabulated. This information was broken down into number of minutes spent and percentage of time in each activity.

The subjects have varied years of experience, age, customary class size and socio-economic status (SES) of the school populations taught. Each of the five female sixth grade teachers were observed over five consecutive days. The findings from this sample were compared to the Cypher and Willower study.

Chissom found that, overall, the methods in the study of principals and high school teachers did not apply in the study of the elementary school teacher group. Direct instruction and instruction related activities received more time than the high school sample. Elementary school teachers spent 26.5% of the total day on instructional activities compared to 20.6% by the high school group. Because less than 50% of the teachers' time was spent on instructional activities Chissom concluded that preservice training should take this into account. He points out that training should be directed at the development of "skills

for managing time, work and resources" (253). He notes that because of the complexity of duties related to teaching, more training should take place in the school setting.

Although there are limitations in the study due to the small sample size and possible observer bias, the findings support the need for reform of teacher training practices. The study indicates that more time for practical training should be allotted. This point can be substantiated, in part, by personal accounts of teachers entering the classroom for the first time. Usually new teachers are surprised by the number of non-instructional tasks they are called upon to perform. If not a reform of teacher training methods, perhaps a modification of teacher practice to broaden and enrich the instructional focus should be considered.

Seidman and Zager (1987) studied a possible outcome related to the teaching profession: teacher burnout. Seidman and Zager cited Cherniss (1980) in defining "burnout syndrome" state that "burnout is characterized by anxiety, tension, and emotional and physical exhaustion in response to job related stress" (26). It can be defined as "a syndrome of inappropriate attitudes towards clients and towards self" (26). While stress is unavoidable, they point out, burnout is avoidable; therefore, it is important not to equate stress with burnout.

The researchers cited studies that examined the relationship between job satisfaction, psychological and physical problems, student behavior in response to low teacher morale, and

teacher/administrator relations. Seidman and Zager have sought to refine the measure of burnout found among public school teachers by designing the Teacher Burnout Scale. Zager (1982) discovered problems with a scale popularly used to measure this phenomenon in people in human service jobs; namely, the Maslach Burnout Inventory (MBI, 1981). The Teacher Burnout Scale was designed to be more specific to the teaching profession. The instrument is a 21-item Likert scale which underwent several factor analyses. It consists of four subscales: (1) Career Satisfaction (2) Perceived Administrative Support (3) Coping with Job Related Stress (4) Attitudes toward Students. Higher scores indicated a higher level of burnout.

The sample consisted of 490 full-time classroom teachers from the Fort Worth public school. Teachers who scored high indicated that they did, in fact, feel "burned out." They also reported physical and psychological distress including stomach aches, colds loneliness, nervousness and insomnia. Significant main effects were reported for all four subscales.

The instrument was subjected to tests of validity and reliability and was found to be a useful tool in measuring teacher burnout in public school settings. The scale was evaluated for predictive validity using Tukey's HSD test. Teacher in low stress schools with supportive administrators coped better with job related stress and had a positive view of their career and students.

The Teacher Burnout Scale should accompany other strategies

to evaluate burnout in a school setting because some teachers may attempt to deny their negative responses to stress, hence, limiting its accuracy as a measure. Further, the scale may be looked upon by teachers as a performance rating rather than a tool for assessing burnout. For use in a practical setting, the scale should be accompanied by discussion and follow-through steps to activate positive change where a need is indicated.

Stone (1987), in her survey of related research, cites a connection between teacher education and the reform of American education. She points out that early experiences in educational settings significantly shapes attitudes and perceptions about the role of teachers. She implies that prospective teachers enter the preliminary stage of their training convinced that "they have little to learn" (cited in Book, Byers and Freeman, 1983). She concludes that these perceptions are likely to persist if not properly dealt with in the initial phase of training.

Stone (1987) discusses another problem that appears in the preservice phase. She refers to the "feed forward problem" (cited in Katz, Raths, Mohanty, Kurachi and Irving, 1981) which, in effect, refers to the training practice that provides answers before the questions are known. This practice does not respond to the student teacher's developmental needs, and shows little regard for the sequence of student learning.

Stone (1987) also refers to the preservice curriculum. She explains that procedures and techniques supersede command of subject matter content. In contrast, field experiences are

described as valuable although they often lack clear objectives. Stone points out that student teaching provides a limited range of classroom experiences, lacks continuity, structure and compatibility with university theory and practice.

Stone (1987) concludes that the research supports teacher training methods that include feedback, reinforcement, and analysis within guided clinical experiences (373). Key factors in the education of teachers are a systematic framework for integrating theory and practice, thoughtful reflective practice, and a training sequence that appropriately meets the developmental needs of the student-teacher as she move through the various stages of preparation.

Mertens and Yarger (1988) advance the hypothesis that teacher "empowerment and involvement" (35) are fundamental to reform efforts designed to improve both the quality of teachers and the educational system. They point out that arguments favoring professionalism, defined as the acquisition and transmission of professional knowledge weaken when one considers that "the system does not provide them [teachers] the authority and power to function in accordance with their professional understandings" (35). They see a need for restructuring the educational system to be compatible with the redefined role of the teacher as empowered, involved leader.

Klass and Nall (1989) describe a community-based professional development program for early childhood educators. A special child study project provided the opportunity for

experienced early childhood educators to extend and enrich their educational practice. The program addressed the need for "professionalism and staff development across early childhood programs" (224). The project focused on (a) long-term development, (b) parent-teacher partnerships, and (c) the societal context for the young child.

Klass and Nall (1989) cite accessibility, diversity, collaboration, and theory and practice integration as being the main features in the program's successful implementation. The format and content appropriately blended with the professional lives of the participants.

Klass and Nall (1989) imply that among educators who have realized their maximum earning level for the jobs they perform, and who have no need for additional course credits, there are few incentives to pursue professional development. However, they found that this community-based model filled a void for educators who had been practicing over a number of years. One teacher taught four year olds for twenty years and wanted to "gain fresh insights" (224). Overall, Klass and Nall found that the participants regarded the program as rewarding and beneficial to their growth as professionals in the field of early childhood education.

SUMMARY.

The literature describes a range of possible outcomes related to teacher development. From preservice training to

staff development there is consistent and growth and change. The stages of this growth have not been viewed as part of a continuum, but rather discreet units of training and practice. The literature suggests a number of methods for corecting this problematic view. Gorrel and Capron (1987) highlighted cognitive modeling as a method to enhance success and learning in the student-teacher stage. Chissom (1987) supported the implementation of more preservice training in the school setting. Seidman and Zager (1987) found during the inservice stage, supportive administrators reduced the risk of burnout and improved teacher outlook regarding career and students. Stone (1987) referred to the ever present "feed forward problem" in teacher training that provides answers before the questions are known. Stone recommended methods including feedback, reinforcement and analysis within guided clinical experiences to improve teacher training outcomes. Mertens and Yarger (1988) endorse "empowerment and involvement" of teachers as goals to improve the quality of teaching, as well as the educational system. Klass and Nall (1989) pointed out that professional development is necessary and beneficial, even for twenty year veterans of teaching. Klass and Nall explain that key factors including assessibility of the program to participants, collaboration among colleagues, and integration of theory and practice improve the chances for positive outcomes.

Realities of the teaching profession are often the result of distortions created by educational institutions. Teacher

training institutions exalt the ideals of educational philosophy and provide service related training as a mere appendage. Many school systems treat teachers as factory workers whose job it is to dispense education in small compartments of time. As teachers become dissatisfied with the realities shaped by educational institutions, they often leave the profession or experience burnout. The worst outcome occurs when teachers stay and perpetuate these realities with mediocre performance. Furthermore, the educational system becomes a vacuum from which both teachers and students long to escape; and as a result excellence becomes an unattainable goal.

Research into work behavior, self efficacy beliefs and burnout promote understanding of the need to improve teacher education. Colleges and universities need to respond, especially, to the findings associated with self efficacy theory and begin to teach for success, not failure. Teachers need to be winners in the process of acquiring skills and knowledge so they can, in turn, show students how to be winners. Intimidation and competition may motivate some teachers-in-training to earn high ratings, but what will they be able to give to their students? The cognitive modeling approach to adult instruction offers the profession the possibility of learning by thinking; which is far more uncommon than is often believed.

The profession is in danger when teachers spend less than 50% of their time on instructional activities, and have little or no time to interact with peers in a collaborative way. Ideally,

teachers should be brought into the mainstream of the education profession to be supported, developed, and advanced.

Teachers need to be inoculated against the scourge of burnout beginning in their training, and continuing in their practice. Inoculation should include support for expectations of career satisfaction, staff development, strategies for coping with job related stress, and a belief in ones own teaching ability. All of these supports grow out of an appreciation and understanding of the value of teaching as a profession.

The impinging teacher shortage is explicit proof of needed change in teacher training. This analysis of research provides some possible directions for such change. More investigation is needed to understand what motivates people to enter and remain in the field of education.

The concept of a continuum of professional development is a model for restructuring how teachers are trained, utilized and supported. If the training of teachers does not match actual practice, outcomes will be inconsistent with the goals. If there is no development or advancement of educators, the profession becomes plagued by mediocrity. The problems of education cannot be effectively addressed without overdue rudimentary changes in the way teachers are prepared for the classroom.

References

Book, C., Byers, J. Freeman, D. (1983). Student expectations and teacher education traditions with which we find we cannot live. Journal of Teacher Education. 34(1). 9-13.

Borg, W.R. & Gall M.D. (1983). Educational Research: An Introduction. New York: Longman. 384.

Chissom, B. (1987). The work behavior of elementary school teachers. Journal of Educational Research. 80(4). 248-253.

Gorrell, J. & Capron, E.W. (1987). Effects of instructional type and feedback on Prospective teachers' self-efficacy beliefs. Journal of Experimental Education. 56(3). 120-123.

Katz, L. Raths, J., Mohanty, C., Kurachi, A. & Irving, J. (1981). Follow-up studies: Are they worth the trouble? Journal of Teacher Education. 22(2). 18-24.

Klass, C.S. & Nall, S.W. (1989). Accessible professional development: A community-based program for early childhood educators. Childhood Education. Summer 1989. 224-227.

Mertens, S. & Yarger, S.J. (1988). Teaching as a profession: Leadership, empowerment and involvement. Journal of Teacher Education. January-February. 32-37.

Seidman, S.A. & Zager, J. (1987). The Teacher Burnout Scale. Educational Research Quarterly. 11(1). 26-33

Stone, B.A. (1987). Learning to teach: Improving teacher education. Childhood Education. 63(5). 370-373.

Trubowitz, S. (1984, September 11). Ending teacher shortages. New York City Newsday. Viewpoints.